

Course & Section Nos.	EDMS 511 (3)
Course Title	Elementary Teaching and Learning I
Class Roster No.	42731
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Time	8:30am-11:20am
Course Location	Virtual
Semester / Year	Fall 2020
Instructor	Joni Kolman
E-Mail	jkolman@csusm.edu
Office	University Hall 406
Office Hours	By appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Elementary Teaching and Learning I

Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

Course Prerequisites

Admission to the Multiple Subject/CLAD teacher Credential Program.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, candidates will be able to:

- Elicit evidence of student learning to guide feedback and instruction;
- Design instruction that applies the principles of Universal Design for Learning (UDL) to meet the needs of all learners in the classroom;
- Design instruction that includes appropriate learning goals, modifications and/or accommodations for students with disabilities based on their IEP, IFST, and/or 504 plans;
- Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum;
- Demonstrate understanding of Multi-Tiered Systems of Support (MTSS) structures and how they support students in receiving services and shape teachers' practice;
- Demonstrate understanding of how students who receive special education services can advocate for their learning needs;
- Articulate how teachers can establish and maintain inclusive environments through clear expectations for positive classroom behavior; communicate classroom routines, procedures, and norms to students; support students' social-emotional growth; recognize and address instances of intolerance and harassment among students; and engage in productive student-to-student and student-to-teacher interactions.

REQUIRED TEXTS AND MATERIALS

Required Texts

Shalaby, C. (2017). *Troublemakers: Lessons in freedom from young children at school*. The New Press.

Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Corwin.

Novak, K. (2016). *UDL NOW: A teacher's guide to applying universal design for learning in today's classrooms*. CAST.

Course Material Available

There are numerous readings and resources required to successfully complete this course available on Cougar Courses.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach

English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies (2017)

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 1: Engaging and Supporting All Students in Learning (Inclusive Lesson Design Assignment—Introduced, Practiced, and Assessed)

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning (Classroom Communities Journal—Introduced and Practiced)

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning (Inclusive Lesson Design Assignment—Introduced, Practiced, and Assessed)

3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

(Inclusive Lesson Design Assignment—Introduced, Practiced, and Assessed; Special Education Reflection Paper—Introduced, Practiced, and Assessed)

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- * appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable

4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

TPE 5: Assessing Student Learning (Inclusive Lesson Design Assignment—Introduced and Practiced, and Assessed; Special Education Reflection Paper—Introduced, Practiced)

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Foundational Social Justice and Equity TPE

SJE F1. Engage in the problem posing process - identify (name) issues of inequity, critically reflect on possible solutions, create and enact social justice and equitable action plans (Inclusive Lesson Design Assignment; Classroom Communities Journal)

SJE F2. Understand how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice (Inclusive Lesson Design Assignment)

SJE F3. Incorporate effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds - taking into consideration language, culture, socio-economic status, perceived competence/ability (pick one or use both), neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families (Inclusive Lesson Design Assignment; Special Education Reflection Paper; Classroom Communities Journal)

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of

preparation. During the 2020-2021 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment).

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

SCHEDULE/COURSE OUTLINE

Week	Topics and Activities	Assignments/Readings Due
Week 1 September 1	Introduction/Course Overview Curriculum	Read: https://dianeravitch.net/2020/07/29/david-berliner-the-required-curriculum-vs-the-not-required-curriculum/?fbclid=IwAR3czjKj9MIAXbZ2qsmA7TwTjCKLPsVNclhcXY9f9_96b741nYa38ajdLoW
Week 2 September 8	Classroom Communities, Equity, and Schooling Planning	Read: Troublemakers (Preface, Introduction, & Forest School—pgs. xi-8) Read: Kohn, Punished by Rewards, Chapter 3 Bring: Classroom Communities Journal entry
Week 3 September 15	Classroom Communities Eliciting Evidence of Learning Introduction to assessment	Read: Troublemakers (Zora—pgs. 9-39 and Lucas—pgs 41-72) Start: gathering information on your students using template Read: Heritage, Chapter 1 Bring: Classroom Communities Journal entry
Week 4 September 22	Classroom Communities Eliciting Evidence of Learning Formative assessment	Read: Troublemakers (The Crossroads School—pgs. 75-81; Sean—pgs. 83-114; Marcus pgs. 115-149) Read: Heritage, Chapter 2 Bring: Classroom Communities Journal entry
Week 5 September 29	Classroom Communities Eliciting Evidence of Learning Formative assessment—data	Read: Troublemakers (Conclusion & A Letter to Teachers—pgs.151-187) Read: Heritage, Chapter 3 Turn in: Full Classroom Communities Journal
Week 6 October 6	Success Criteria Informal and formal assessment activities	Read: Heritage, Chapter 4
Week 7 October 13	Universally Designed Instruction Frameworks application activity	Explore: http://udlguidelines.cast.org/?utm_medium=w

		eb&utm_campaign=none&utm_source=cast-about-udl Read: UDL <i>Now</i> Chapters 1-3
Week 8 October 20	Universally Designed Instruction	Due: Assessment Component (Inclusive Lesson Design Assignment) Read: UDL <i>Now</i> Chapters 4-6
Week 9 October 27	Special Education Laws and Processes IDEIA, ADA, Section 504/SSTs & IEPs case study activities Special Education Services (RTI/PBS/MTSS) and using assessment data Development of SST and IEP observation templates	Read: Turnball, Turnball, Wehmeyer, & Shogren, Chapter 5 (School-Wide Systems of Support) Schedule: IEP and SST meeting visits
Week 10 November 3	Accommodations and Modifications Lesson planning activity and using assessment data Using and Adapting Resources/Materials Adaptations of resources and materials activity	Read: Conderman, Liberty, & DeSpain, Understanding Accommodations, Modifications, and Interventions
Week 11 November 10	Lesson Plan Workshop Day	
Week 12 November 17	Lesson Plan Snapshots	Due: Instructional Component (Inclusive Lesson Design Assignment) **Recommend you teach your CalTPA lesson between November 18 & December 3 **
Week 13 November 24 (Thanksgiving Week)	Lesson Plan Workshop Day	
Week 14 December 1	Schooling and Equity	Listen: Podcast—Nice White Parents Sketchnote Read: Milner, Culturally Responsive Classroom Management

Week 15 December 8	Reflections and Looking Forward **December 10—CalTPA due (tentative)	Due: Special Education Reflection Paper
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COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Participation

This course has been designed to provide ample opportunities for your participation. To facilitate discussion, you are expected to come to class prepared to talk about and engage around the required readings and assignments. Students are encouraged to contribute to class discussion and diverse views are desired. Try to connect the readings to your teaching and clinical experiences whenever possible. The class is scheduled to meet 8 times over the fall term. Each of you is expected to be present at every class or activity, to be on time, and to not leave class early. Participation is not graded but the expectation is that you will participate actively and generously.

GRADED COURSE COMPONENTS

Inclusive Lesson Design Assignment

Assessment Component

The assessment component is the first component of the Inclusive Lesson Design assignment. The assessment component provides the opportunity to demonstrate your understandings of: (1) when and how to monitor student learning while teaching so that students continue to be actively engaged in learning and instruction is responsive to student understandings (informal formative assessment); and (2) how to determine, at the end of the lesson, the extent to which your students have met the objectives of the lesson (formal formative assessment). The assessment component includes five parts:

- (1) Preliminary Information: Provide preliminary information for the chosen lesson including student profile information, placement within the curriculum, and developmental considerations.
- (2) Standards and Objectives: Clearly lay out the standards and content objectives for your lesson. This includes proper notation for the standards (using the letters and numbers for the content standard(s)), as well as the appropriate construction of objectives (about what students will learn, not what activities they will engage in).
- (3) Methods of Eliciting Evidence of Learning: There are two kinds of methods of eliciting evidence of learning for this assignment:

(1) Informal formative assessments: Clearly describe how you will elicit evidence of learning toward the objectives of the lesson while teaching. Make clear within your write up of the lesson plan:

(a) at what points during teaching you will elicit this evidence;

(b) what form the evidence will take (e.g., verbal, signal, written);

(c) which student(s) you will elicit this evidence from (it may be that you

do this for all students or select students).

(2) Formal formative assessment: Clearly and briefly describe your formal formative assessment for the lesson.

- (4) Success Criteria: Describe what the success criteria are for your informal formative assessments outlined in #2 above. What will you, specifically, be looking for/listening for when you are eliciting evidence of learning while teaching? Your success criteria must align with the objectives and standards for the lesson.
- (5) Rationale and Reflection for Assessment Component: Following your development of #1-4, write a 1-2-page paper that articulates your thinking behind the assessment component. This paper should clearly lay out the purpose and rationales for your formal formative assessment, as well as the informal formative assessments within this lesson. Be clear as to how your monitoring of student learning during the informal formative assessment, and potential subsequent adjustments in instruction while teaching, are designed so that students continue to be actively engaged in learning. Conclude with a description of what questions remain for you as you consider how to assess student learning. Be specific and use examples.

Instructional component

The instructional component is the second piece of the Inclusive Lesson Design assignment. The instructional component assignment is designed to demonstrate your capacity to maximize learning opportunities and provide access to the curriculum for all students in your classroom. The instructional component, and its supplementary materials, should demonstrate that you understand how to: (1) apply the MTSS model to your design of instruction for the inclusive elementary classroom; (2) apply the principles of UDL to meet the needs of learners; (3) include appropriate learning goals, modifications and/or accommodations for students with disabilities based on their IEP, IFST, and/or 504 plans; and (4) use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

This assignment has three parts: (1) Written instructional component; (2) a lesson plan snapshot presentation; and (3) a self-reflection. These are explained in more detail below:

- (1) Written Instructional Component: Through readings and in-class activities, you will learn how to design instruction that maximizes learning opportunities and provides access to the curriculum for all students in your classroom.
1. Revise the standards and objectives, if necessary, based on feedback provided on the assessment component.
 2. Using the provided template, design and describe an instructional plan that outlines the inclusive instructional strategies and learning activities that scaffold your students' learning toward the objectives.
 - a. Using different colored text (**green for Engagement; purple for Representation; blue for Action and Expression**) where you made instructional decisions based on the Universal Design for Learning framework; notate in **orange where accommodations and modifications** were made to meet the needs of specific students based on IEPs, IFSPs, and/or 504 plans. For each instance of colored text, include an accompanying comment box that provides a rationale for your instructional decisions.
 - b. Integrate the methods of eliciting evidence of learning (based on feedback on the assessment component) into the instructional plan to make clear when and how students' learning will be assessed.
 3. Create/adapt instructional materials that support the teaching of the lesson. Ensure that these materials are aligned with the standards and objectives of the lesson, aligns

with the universal design laid out in the instructional plan and are adapted or modified to meet the needs of students based on their IEPs, IFSPs, and/or 504 plans.

(2) Lesson Plan Snapshot Presentation: Based on your written instructional component of the lesson plan, you will teach a small group of your peers the core of your lesson on Week 10. You should come prepared with all materials to enact your lesson (e.g., manipulatives, differentiated worksheets, anchor charts) whether be it online or in person.

(3) Rationale and Reflection: You will write a 1-3-page reflection about the process and outcomes of the instructional component. The reflection should clearly lay out how your lesson is designed with Tier 1 of MTSS in mind. In addition, describe how you made decisions within the instructional component around UDL, modifications, accommodations, technology use (including assistive technology), as well as creation, selection, and adaptation of materials and resources. Following, describe what you learned through the Lesson Plan Snapshot experience and how this shaped your thinking about providing access for all students to curriculum and instruction. Be specific and use examples.

TPE 1.4, 1.8, 3.2, 3.6, 4.4, 5.8 (Introduced, Practiced, and Assessed); TPE 5.1 (Introduced and Practiced)

Inclusive Lesson Design Assignment Rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Assessment Component			
Preliminary Information (2 points)		<p>The candidate clearly describes:</p> <p>The students within the classroom for which this lesson is designed, including demographic characteristics, languages spoken, and services provided to students.</p> <p>The placement of the lesson within the curriculum, including within the particular unit of study</p> <p>Any developmental considerations taken into account for the inclusive lesson design</p>	
Standards and Objectives (3 points)		The candidate clearly lays out:	

		<p>The standards for the lesson (including proper notation for the content standards)</p> <p>The content learning objectives (including appropriate language and focus on what students will learn)</p>	
Methods of Eliciting Evidence (informal formative assessment) (5 points)		<p>Candidate clearly describes how they will elicit evidence of learning while teaching, including:</p> <p>(a) at what specific points during teaching they plan to elicit this evidence;</p> <p>(b) what form the evidence will take (e.g., verbal, signal, written) and when they will use these different forms</p> <p>(c) from which student(s) they will elicit evidence</p>	
Methods of Eliciting Evidence (formal formative assessment) (5 points)		<p>Candidate describes in 1-2 paragraphs:</p> <p>What their formal formative assessment will be for the lesson</p> <p>How this formal formative assessment is designed to elicit evidence of learning toward the objectives</p>	
Success Criteria for Informal Formative Assessment (5 points)		<p>Candidate describes the success criteria for the informal formative assessment, including:</p> <p>When eliciting evidence, what specific conceptual understandings, language, and actions</p>	

		<p>they will be looking/listening for as evidence of student learning <i>while teaching</i></p> <p>Success criteria are aligned with the objectives, standards, and approaches for eliciting evidence for the lesson</p>	
Rationale and Reflection (5 points)		<p>Assessment rationale and reflection is 1-2 pages in length</p> <p>Drawing on examples from the design, clearly describes the purpose of the formal formative assessment and the rationale for approaching it that way</p> <p>Drawing on examples from the design, clearly describes how the informal formative assessment is designed to monitor student learning</p> <p>Drawing on examples from the design, clearly describes how the evidence solicited through the informal formative assessment will inform adjustments in instruction while teaching to keep students actively engaged in learning.</p> <p>Drawing on examples from the design, clearly outlines 3-4 questions that remain for them as they</p>	

		consider how to assess student learning	
Instructional Component			
Revised Standards and Objectives (3 points)		Standards and objectives are revised in alignment with feedback provided	
UDL Instructional Decisions (10 points)		<p>Candidate used the provided template to lay out their instructional plan</p> <p>Candidate used appropriate colored text to notate where they made at least 3 instructional decisions based on the components of the UDL framework</p> <p>For <i>each</i> instance of colored text, candidate includes an accompanying text box that provides the rationale for their UDL-based instructional decisions, including which students are provided access through this approach</p>	
Accommodations and Modifications in Plan (10 points)		<p>Candidate used appropriate colored text to notate where they made accommodations and/or modifications based on the needs of students outlined in their IEPs, IFSPs, and/or 504 plans</p> <p>For <i>each</i> instance of colored text, candidate includes an accompanying text box that makes clear how the accommodations</p>	

		and modifications are being integrated into the general education lesson	
Methods of Eliciting Evidence (7 points)		Based on feedback provided, candidate integrates methods of eliciting evidence into the instructional plan. The methods of eliciting evidence make clear when and how students will be formally (at the end of the lesson) and informally (while teaching is occurring) assessed	
Instructional Materials (5 points)		<p>Candidate creates and/or adapts instructional materials for the lesson</p> <p>Materials align with the standards and objectives of the lesson,</p> <p>Materials reflect the universal design of the lesson</p> <p>When appropriate, materials are adapted or modified to meet the needs of students based on their IEPs, IFSPs, and/or 504 plans</p>	
Lesson Plan Snapshot (5 points)		Candidate comes prepared with all materials to teach the core of their lesson to a small group of peers	
Rationale and Reflection (10 points)		<p>Candidate writes a reflection of 1-3 pages</p> <p>Drawing on examples, reflection clearly describes how their</p>	

		<p>lesson fits into Tier 1 of MTSS, including use of appropriate vocabulary</p> <p>Drawing on examples, reflection clearly describes the candidate's instructional design decisions in terms of UDL, modifications, accommodations, and technology use (including assistive technology)</p> <p>Drawing on examples, reflection clearly describes how the candidate made decisions about standards-aligned, creation, selection, and/or adaptation of materials and resources to meet the needs of students</p> <p>Reflection draws on specific examples to clearly describe what the candidate learned through the Lesson Plan Snapshot experience and how this shapes their thinking about provision of access to curriculum and instruction for students</p>	
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Special Education Reflection Paper

In class, we have learned about special education services, laws, and processes. With this knowledge in mind, use the observation template developed in class to observe an SST meeting **and** an IEP meeting. If you are unable to attend these, please let your instructor know and you will be provided with videos to watch.

Following the observations, write a reflection that draws on specific examples that addresses the following: (1) Where does the meeting you attended fit into the MTSS structure? (2) Who attended the meetings and what were their roles? Were all participants valued and included in the process? (3) What kind of assessment data was presented during the meeting? How did the team use this assessment data to establish learning goals, as well as plan, differentiate, design accommodations, and/or modify instructions for the student? (4) Where in these meetings did you see opportunities for students to understand and advocate for strategies that meet their individual learning needs? (5) If the student attended the meeting(s), how did they participate? Where were opportunities for the student to advocate for themselves? If they did not attend, where in the meeting did you see opportunities for the student to advocate had they been there? (6) What occurred that you were not anticipating? (7) What were you expecting to occur that did not? (8) What do you think the meeting ultimately accomplished? (9) In what ways do you believe the student, family, and school personnel benefited from the meetings? (10) Given what occurred, how might you support the student in your classroom by providing opportunities for the student to understand and advocate for strategies that meet their individual learning needs? (11) What questions do you have?

TPE 4.5 (Introduced, Practiced, and Assessed); TPE 5.8 (Introduced and Practiced)

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
MTSS Structure (2 points)		Candidate clearly explains how the SST/IEP meetings is situated within MTSS Candidate draws on MTSS language in their explanation	
Participants (2 points)		Candidate clearly outlines who attended the meetings and what their roles were Candidate uses specific examples to explain the extent to which they believe participants in the meetings were valued in the process	
Assessment data (2 points)		Candidate uses specific examples from the meetings to clearly describe how assessment data was used to make decisions around establishing learning goals, planning, differentiation, accommodations/modifications	
Opportunities for students (2 points)		Candidates uses specific examples to clearly describe opportunities for students	

		<p>within the meetings to understand and advocate for strategies meeting their individual learning needs</p> <p>If student attended the meeting, draws on examples to clearly describe their participation and opportunities to advocate for themselves</p> <p>If the student did not attend the meetings, candidate clearly describes where they saw opportunities for the student to advocate for themselves</p>	
Reflecting on what occurred (2 points)		Candidate uses specific examples from the meetings to clearly describe what occurred that they were not anticipating and what they were expecting that did not occur	
Meeting goals (2 points)		<p>Candidate draws on specific examples to describe what they believe the meetings accomplished</p> <p>Candidate draws on specific examples to describe how they believe the student, family, and school personnel benefited from the meetings</p>	
Supporting students (2 points)		Candidate clearly describes how they might support the student in their classroom, including how they might help them understand and advocate for their individual learning needs	
Questions (1 point)		Candidate outlines at least two questions related to their experiences in the SST/IEP meetings	

Classroom Communities Journal

As part of our learning around classroom communities, we will be reading *Troublemakers: Lessons in Freedom from Young Children at School*. You will be asked to respond to prompts each week through a classroom communities journal. The prompts will ask you to critically consider: (1) the ways in which teachers approach establishing and maintaining classroom environments, including how their communication of expectations for positive classroom behavior shape community; (2) the ways in which teachers communicate classroom routines, procedures, and norms to students and how these influence students' perceptions of self and others; (3) the ways in which teachers support students' social-emotional growth, and conflict resolution (including by using PBIS and restorative justice approaches); (4) the ways in which teachers recognize and address instances of intolerance and harassment among students, such as bullying, racism, and sexism; and (5) how teachers articulate and model productive interactions for student-to-student and student-to-teacher interactions, and the implications of these for certain students. Please see Cougar Courses for the prompts for each week.

TPE 2.1, 2.3, 2.6 (Introduced and Practiced)

Grading Standards

Inclusive Lesson Design Assignment	75 points
Assessment Component (25 points)	
Instructional Component (50 points)	
Special Education Reflection Paper	15 points
Classroom Communities Journal	10 points
Total	100 points

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D = 60-69

F = 0-59

Final Exam Statement

There is no final exam for this course

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating

circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Policy on Late Work

Students are expected to turn in their work in a timely manner; this is particularly important because each course session is designed to utilize the assignments/readings due in class. There will be a 10% deduction in points for each day a written assignment is turned in late. Assignments will not be accepted if they are more than one week late. Please speak with me if there are exceptional circumstances.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

If you SUPPLY another student with a copy of your work, this makes you a part of plagiarism and the same penalties may apply.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

Course Format

This is a face-to-face course format.

Necessary Technical Competency Required of Students

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online. Details will be given in class.

Contact Information for Technical Support Assistance

ITT student support services link - <http://www.csusm.edu/sth/support/index.html>

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.